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## ABSTRACT

Ways that colleges and universities are responding to the new scholarship on women are described. First, an essay by Peggy McIntosh, "The Study of Women: Processes of Personal and Curricular Re-vision," considers stresses for the ego and challenges to the intellect that women's studies work brings to faculty members in traditional disciplines. Next, five kinds of courses are described that reflect various interactive phases of awareness in the faculty members teaching them. The following college programs are described: Yale University's Women's Studies Program, Smith College's model for integrating women's experience into the curriculum, Kansas State University's Women's Studies Program, and Stephens College's focus on women in the liberal education requirements and a minor in women's studies. Additionally, updates of programs are presented for Wheaton College, Guilford College, Indiana University-Bloomington, University of Maine at Orono, Mankato State University, Montana State University, and Old Dominion University. Additional programs are also covered: The Claremont Colleges, Dartmouth College, Hope College, Kenyon College, University of North Dakota, Salem College, and Southern Methodist University. Descriptions of new resources for integrating women's studies into the curriculum are also included. (SW)

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# The forum

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## The New Scholarship on Women

In October 1981 *Forum* focused on "The Study of Women in the Liberal Arts Curriculum," and AAC sponsored a Wing-spread conference on the same topic. Their emphasis was how some colleges and universities had begun to integrate "research on women — the study not only of the women we are allowed to call 'notable' but of women as half the world's population" into the curriculum and how others could pursue similar efforts.

During the last two-and-a-half years there has been a tremendous parallel development in women's studies and efforts to integrate the new scholarship into the curriculum; more than 50 colleges and universities now have women's studies programs and 60 curriculum integration projects have been undertaken. As Peggy McIntosh notes in the following essay, these efforts go beyond "add women and stir." Instead they call for examination of how disciplines can be "redefined and reconstructed to include us all."

This issue describes the different ways colleges and universities are responding to the new scholarship on women. Also included is an update on some of the programs featured in the October 1981 issue. Betty Schmitz supplements that issue's resource section with additional pertinent readings and organizations.

## The Study of Women: Processes of Personal and Curricular Re-vision

by Peggy McIntosh, Director of Faculty Development Programs  
Wellesley College Center for Research on Women

**T**he growth of women's studies and of projects to bring women's studies perspectives and materials into the main liberal arts curriculum has been both steady and dramatic during the last two and a half years. Many administrators have realized that teaching and research about women are essential for the integrity and usefulness of higher education in the decades ahead.

For the faculty members doing the work, the undertaking is both difficult and gratifying. Administrators will be able to help most if they understand how much emotional and intellectual growth is necessary in faculty members as they face new scholarship on women. This essay will discuss stresses for the ego and challenges to the intellect which women's studies work brings to faculty members in traditional disciplines.

When facing this new scholarship for the first time, most white faculty members of both sexes receive bad blows to the ego. As professors, most of us had learned to think of ourselves as fairly intelligent, fair-minded, knowledgeable, on guard against being politically manipulated, and unique or at least free to be unique in our styles of teaching.

The now massive new scholarship on women implies that we were not so intelligent or fair-minded if we never learned about women and never noticed the omission, and not so knowledgeable if we knew nothing of the lives or perspectives of the world's majority. We were not only manipulated but were ourselves manipulating others in passing on, under the illusion of

objectivity, bodies of knowledge which kept most "lower caste" people's lives and perceptions invisible.

It is hard for teachers who considered ourselves part of the solution to societal problems of class, race, and sex to realize that we have instead been part of the problem, insofar as we have been competent teachers of a defective curriculum. Finally it is a blow to the ego to realize that one's teaching and scholarship were not unique but merely average if they followed traditional lines of exclusion.

First encounters with work from women's studies, then, tend to undermine the *sense of professional self* in the experienced college teacher. If he or she can get past the first natural defensive emotions, a process of intellectual and personal development is set in motion which, when fostered, eventually reinstates and renews the sense of professional self on a far firmer grounding than before. That is, one feels truly more intelligent, more fair-minded, more knowledgeable than before, more alert to manipulation and more innovative in one's research and teaching.

But the process of intellectual development is full of challenges. Most faculty need the support of administrators and colleagues to face the extent of the undertaking. Faculty who thought that women's studies was about women's "contributions" or "achievements" learn that it more importantly asks who defined "contributions" and "achievements" in ways that leave out the lives of most people of the world, including most men. Those who thought it was only about women's "issues" find that it is instead about women's whole *existences* seen in all of their complex contents.

Those who thought that women's studies was an optional "approach" contributing a new set of data to existing tables learn that it does not merely add new materials and perspectives to the existing bodies of knowledge; it calls those bodies of knowledge into question. Finally, newcomers to women's studies scholarship learn that it is not the study of a few white women. It aspires to be the multi-racial and cross-cultural study of women as half of any population, and at its best it sets an example of accuracy and inclusiveness for all of the liberal arts disciplines. But one does not learn all of these things at once.

Many faculty seem, in fact, to go through a series of phases as they become involved in the study of women. Like several other colleagues who have noticed that this process of development follows some predictable patterns, I have developed a phase theory which I will briefly outline. These five interactive phases occur both in the development of individuals and in the curricula, when new perspectives and materials are brought from women's studies into a traditional consciousness or discipline.

Within history, for example, five kinds of courses reflect various interactive phases of awareness in the faculty members teaching them. Phase I: Womanless History is followed by Phase II: Women *In* History, which leads to Phase III: Women as a Problem, Anomaly, or Absence in History. Then comes an important conceptual advance to Phase IV: Women *As* History, and a move toward an eventual Phase V: History Redefined and Reconstructed to Include Us All.

Phase II courses bring in a few famous or notorious

women, but do not challenge the traditional outlines and definitions of history. In Phase II, one teaches about heroines, exceptional women or an elite few who are seen to have been of benefit to culture. In Phase III, one studies women as victims, as deprived or defective variants of men, or as protestors, with "issues." Women can at least be seen in a systemic context, since class and race and gender are seen as interlocking political phenomena by faculty who have gotten beyond Phase II. But Phase III work reveals its own limits; we will never make most of ordinary women's experience seem either real or valid if our teaching and research still rest on the categories of historical analysis which were derived from the experience of those who had the most power.

In Phase IV, the categories for analysis shift. The faculty member begins to realize that since women have had half of the world's lived experience, we need to ask what that experience has been and to consider it as half of history. Phase IV takes a positive look at women and at our strategies for coping or thriving, and for maintaining life; it looks also at the lives of many of those men, equally overlooked in the curriculum, who were likewise doing the work on which human survival has depended. Phase IV is racially inclusive, multi-faceted, and filled with variety; it demonstrates and validates plural versions of reality. It brings in all kinds of evidence and source materials which academic people are not in the habit of using. Faculty doing Phase IV work often feel by turns unprofessional and truly engaged in genuine research and teaching for the first time.

We need to move beyond Phase IV, since women are not all of history. Phase V helps students to have that "doubled vision" which the late historian Joan Kelly described: the sense that we are both part of and alien to the dominant culture, the dominant version of history. And since history was a series of exclusive constructs to begin with, we are now empowered and in fact impelled to create more useable and inclusive constructs which validate a wider sample of life and help us all to survive. Phase IV consciousness is still rare in individuals and in institutions. I think Phase V history will be 100 years in the making, if we live that long. Meanwhile, Phase I versions of history, of politics, of welfare, and of leadership, endanger us all.

The Phase I syllabus in every discipline is very exclusive. Phase IV and V syllabi are very inclusive. Individuals and consciousnesses and causes do not exist fixedly in given phases, but show points of dynamic interaction among several of the phases, if the teacher or researcher is conscious of the many forms of the problem of women's invisibility. But often superficial curriculum change gets arrested in Phases II and III. The study of women only as exceptions or as victims perpetuates misogyny, so it is important to move individual faculty and their courses through discussion of "role models" or struggles for women's rights to the truly interdisciplinary and genuinely new *woman-centered* scholarship of Phase IV.

How can administrators help? Strong women's studies programs with budgets for administration, instruction and faculty development are the best starting point. These programs will continue to be necessary even if all of the other departments bring women into the cur-

riculum, just as English departments will continue to be necessary even if they persuade all other departments to work on the problems of students' writing. Women's studies is the center and source of the new interdisciplinary insights which faculty development projects rely on, and in many places where curriculum change projects were undertaken without a women's studies program, a program was eventually developed in response to the felt need for one.

Faculty benefit enormously from each other's help as they begin the disconcerting and valuable work of reading in the voluminous new scholarship on women, seeing from new perspectives, understanding the societal contexts for the present curriculum, and developing more inclusive habits of thinking, reading, teaching, and doing research. Deans can make a real difference not only by strengthening women's studies programs, but also by providing released time, money, collegueship, and incentives for faculty to re-train themselves to teach about women.

Administrators and tenure and promotion committees can provide the most important incentive by gradually instituting policies which discourage tenure and promotion of faculty in any field who, through failure to incorporate any of the scholarship on women, are passing on to students versions of reality which are obsolete. A faculty member who in 1984 is still wholly incompetent on women's scholarship is a poor risk for lifetime tenure.

Finally, administrators can insist that discussions on general education include the place of women's studies in the central curriculum. Since women now constitute more than half of the undergraduate student population, as well as a majority of the population at large, further exclusion of women from the "core" will eventually have to be seen as conscious misogyny on the part of faculty committees. The time is past for the objection that women's studies is political. All curricula are political. A curriculum which leaves women out is highly politicized. Which *forms* of curricular politics the colleges and universities will choose is now the question.

An inclusive curriculum stands to benefit, and to change, men as well as women. In the light of our global emergencies, one hopes that the colleges and universities will elect to develop inclusive versions of reality rather than standing by the old exclusive ones. It has become clear that our collective human survival depends on different processes, in women's and especially in men's minds, from the ones we have set in motion in the past. No investment in faculty and curriculum development which colleges and universities can now make bears more importantly than women's studies on human futures, individual and collective.

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## Yale University *Making Gender Important*

**T**he Women's Studies Program at Yale, established in 1979, is founded upon the notions that gender

is important in social and cultural study, and because it is, it should be used in every applicable discipline as a category of analysis, according to Nancy Cott, director of the Women's Studies Program. "Sex roles," she says, "are historical and social constructions that should be susceptible to inquiry in the humanities, social sciences and the sciences. Existing scholarship," she adds, "so far as it is based only on men's viewpoints, men's participation, and the evidence of men's behavior, is partial, and it is especially partial if it takes that evidence of men's behavior as full evidence of the human, universal norm."

Cott notes that the effort of the new scholarship to center upon perspectives and experiences that are female and to express them as such is a new insight. "The tendency in scholarship in the earlier part of the 20th Century, up until the new scholarship on women, had been to assume that there was a human norm—but this was, in fact, based on male experience." The Women's Studies Program places gender on the same level of significance as race and class, realizing its pertinance to any intellectual inquiry, says Cott.

## STRIVING FOR CURRICULUM DEVELOPMENT

**"C**urriculum enhancement and expansion" have been, and remain the targets of the Women's Studies Program, observes Cott. In 1981, with the aid of a National Endowment for the Humanities pilot grant, obtained by the program to develop a major in women's studies, a Faculty Development Seminar was established to heighten faculty awareness of the feminist experience. Participants met on a weekly basis to explore the relationship of women's study to the traditional disciplines through the discussion of readings on the new scholarship; faculty members with a limited exposure to women's studies had an opportunity to exchange ideas and questions with those knowledgeable in the field. The purpose of the seminar was to give members some time to develop their own bibliographies in their own areas of interest and expertise in preparation, it was hoped, for them to create new courses which would then be offered in their departments and cross-listed with the Women's Studies Program, says Cott. "The seminar was geared," she explains, "to not only improve people's expertise at large, but to improve it so that they could then offer courses to affect the curriculum directly."

The funding from the pilot grant, together with the incentive roused by the faculty seminars, resulted in development by the faculty of three of the five courses which now comprise the core of the women's studies major, says Cott. These core courses, Introduction to Women's Studies, Women's Perspectives on Literature, Men, Women and Power, Comparative and Methodological Inquiry, and Advanced Seminar in Women's Studies, plus one additional course focusing on women and the Senior Essay, are required of all women's studies majors. In addition, they must take seven courses within a chosen area of concentration, thus coupling their focus on women's studies with a strong, liberal arts background, says Cott. More than 25 courses from several departments are cross-listed with the Women's Studies Pro-

gram, allowing majors a wide selection to complement their interests. These offerings include courses like French Feminist Thought, Women in America, Discrimination in Employment, and The Woman Writer in Latin America.

Continuing the pursuit of curricular development, the Women's Studies Program received in 1983 a second NEH grant in support of its current project: Strengthening Women's Studies at Yale. "This project," states Cott, "is an attempt by the faculty members involved in the Women's Studies Program to improve the offerings focusing on women and to enable the program to operate as a stimulus to standard courses to include more material on women." The funding has allowed the Women's Studies Program to award stipends to 21 faculty members in various departments who have proposed curriculum development. Of the 20 courses being developed, notes Cott, half are new, centering upon topics never before covered in their departments. These include courses such as Women Literary Intellectuals in Spain, and Women in Ancient Rome. The other half, she continues, are revisions of existing courses to incorporate more material on women. Some of the courses undergoing transformation are An Introduction to Modern Chinese History, American Economic History, and Romantic Poetry.

Cott points out that the recent grant proposal also allows for the offering of faculty workshops, designed to bring together those faculty members involved with the curriculum development and revision. "The workshops give the faculty the chance to trade findings, advice, problems and issues, so that the individuals have the benefit of their colleagues' experiences," she says. She adds: "We intend to have the people involved under the grant act as liaisons to their own departments, bringing other faculty members the news of how they have worked on course design and course revision so that this project can have a kind of ripple effect through the departments."

In addition to its outside grants, the Women's Studies Program has internal resources in the form of the Council on Women's Studies and the Student Advisory Committee. The council, composed of senior faculty appointed by the dean of Yale College, grew out of the Committee on the Education of Women, which urged the establishment of the Women's Studies Program in the 1978-79 academic year. Says Cott: "There was a need for a tenured body of professors who could offer wise counsel on educational policy questions and other matters—a need for the continued guidance of that group of faculty who had put through the creation of the Women's Studies Program in the first place." Balancing the established with the new, the Student Advisory Committee gives students interested in women's studies a chance to participate in its development at Yale. Five undergraduates appointed by the director of undergraduate studies advise that office on policy matters and choice of women's studies events.

Looking toward the future, Cott remarks: "I hope that the time will come when women's studies programs as such will not be necessary—that we really will integrate analysis by gender into all of our inquiries. That is a goal to be worked toward, but the transition will be slow. So, we have to continue to apply the two-pronged approach

that our grant project utilizes: build up the scholarship on women because it has been such a neglected area, one subject to many distortions as well as omissions, and at the same time, work to change what are considered the standard offerings so there is better integration." N.M.

For more information, contact: Nancy F. Cott, Director of Women's Studies, Yale University, 5046 Yale Station, 80 Wall St., New Haven, CT 06520. 203/436-1820.

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## Smith College

### *Re-educating Faculty and Students*

"Given the quality and the quantity of women's scholarship that has recently become available to us, it would be intellectually irresponsible to allow curriculum to continue to be taught as though the female experience did not exist," says Marilyn R. Schuster, associate professor of French at Smith College. Schuster, together with Associate Professor of English Susan R. Van Dyne, developed Smith College's model for integrating women's experience into the curriculum, which is the framework for the college's curriculum transformation project. This model is built upon the position that both students and professors must be retrained to take the female perspective into account in the study of every discipline, because, says Schuster, the traditional liberal arts focus of study is on the white, Western male—"an invisible paradigm" in the learning process that obscures the role of women in society.

Begun in 1982, the curriculum transformation project incorporates faculty development seminars with women-focused course clusters. It was supported for two years by the Smith Project on Women and Social Change, a group of faculty members whose research on women was funded by the Mellon Foundation. The program has recently become institutionalized, and is now funded by the college's standing faculty Advisory Committee on the Study of Women, "whose mandate," says Schuster, "includes both faculty and curricular development." The project, says Schuster, was implemented because "as a women's college, we felt we had a special responsibility to include a comprehensive vision of human experience in the curriculum—and that vision must present the female as well as the male experience."

### FACULTY AND CURRICULAR DEVELOPMENT

According to Schuster, the two main components of the model—interdisciplinary faculty development seminars and course clusters—work together to bring about the desired transformation of the curriculum. "We were particularly fortunate," she says, "in that we had developed, almost naturally over a period of ten years, a strong core of courses focusing on women's experience. Our initial problem was trying to find a mechanism for bringing the insights from those courses into the curriculum as a whole." Thus, she and Van Dyne developed

their model to utilize established courses and resident expertise to foster new perspectives.

Since fall 1982, professors interested in the project have participated in five-week faculty seminars, which bring together those who have extensive knowledge of the new scholarship on women with those who have little or no experience in the field. Presentations made by faculty members from different departments illustrate how the new scholarship is affecting many disciplines. The seminars, says Schuster, "provide a conceptual framework for understanding the change process." She adds: "The most recurring response we received was that the seminar creates an interdisciplinary forum that helps faculty members broaden their contacts with other scholars." Here, notes Schuster, faculty members are exposed, through readings and discussions, to the idea of challenging the premises underlying their courses by using gender as a category of analysis.

Practical complements to the theory explored in the faculty seminars are the course clusters. The clusters, implemented in spring 1982, are four established courses from different departments linked together by a public lecture and discussion series on a research topic pertinent to each course. Interested students can enroll in as many courses in the cluster as they wish. The lectures are given by Smith or visiting faculty members and serve as the means for connecting the four, unrelated disciplines. This year, the series theme is Culture Constructs the Female, and the courses which comprise the cluster are: The Socio-cultural Development of the Afro-American Woman; Women and Sexuality: The Western and Hindu Traditions Contrasted; Women's Autobiography; and Education and Public Policy.

"Each lecture," says Schuster, "is followed by a discussion group of students enrolled in some or all of the courses in the cluster, led by a team of faculty members from different departments." Schuster maintains that these discussion groups "are as important for the faculty as they are for the students, because they give both a chance to teach each other and combine faculty who have been teaching about women with faculty who are just learning about the scholarship on women and its implications for pedagogy."

Students and faculty meet five times during the spring semester for the four lectures, one panel discussion, and the discussion groups which accompany each of them. The implementation of the course clusters also involves weekly meetings in which faculty evaluate the discussion of the previous lecture and prepare for the next session. Says Schuster, "the project is an on-going, reflective process, not just a gathering together of faculty and students five times a year."

Response to the project has been positive, according to Schuster. She notes that "each spring in the course cluster, there has been an enrollment of more than 200 students, and about 30 different faculty members have participated in the discussion groups." Faculty seminar participants have also indicated their satisfaction with that component of the project. "In fall 1983, 6 faculty members gave presentations, and 24 participated from 17 departments, as did the head reference librarian and the director of career development."

Schuster believes that the Smith model is a way "to

show the interrelatedness of the issues in different departments, and to create a cross-disciplinary framework." She stresses: "Since our focus is on gender as a category of analysis, we are not so much searching for 'the women worthies' as trying to understand the total female experience." For example, the first lecture in the 1984 series was by a faculty member from Smith's School of Social Work who spoke on the process of developing a sense of identity as a black woman in the American culture. Another lecture focused on the experiences of the first generation of women who were college-educated, and the difficulties they faced when trying to enter those professions for which they studied.

Schuster advises other institutions interested in developing similar programs to make use of the courses and faculty already established, and to try to implement transformation at the intermediate and advanced levels. "The elementary level is the most difficult to change," she notes, because these courses utilize broad generalizations of men and women that have long been accepted in the traditional curriculum. "We are not aware of how our perceptions are shaped," says Schuster. "Many of us mistakenly believe that women are included in the so-called generic 'Man,' but we must realize that 'Man' is an exclusionary concept and that the generic 'Woman' is a myth. We must talk of women — of differences — and that is very hard to do." She emphasizes the need for faculty teaching feminine scholarship to make their methodology explicit, because, as she and her colleague note in their recent paper, *Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution*: "Knowing how we learned helped us finally unearth and dislodge the invisible paradigms of each syllabus we designed." N.M.

For more information, contact: Marilyn R. Schuster, Associate Professor of French, or Susan R. Van Dyne, Associate Professor of English, Smith College, Northampton, MA 01063. 413/584-2700, ext. 629, or 524.

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## Kansas State University

### *Changing Course Content and Interactions*

Since its establishment in 1977, the Kansas State University (KSU) Women's Studies Program has grown to 35 courses offered by various departments, with enrollments of approximately 550 students each semester. According to Program Director Sandra Coyner, faculty members have not been concerned with the development of courses focusing on women because "this process is proceeding smoothly on its own." Instead, they are concerned that 90 percent of the students have never taken one of the women's studies courses.

"If the new scholarship on women is not integrated into the general curriculum, then their education is flawed and limited," says Coyner. To address this issue, a Col-

lege of Education faculty member investigated various strategies for curriculum change. She chose the Concerns-Based Adopted Model; its basic assumptions state that "change is a process, not an event; change is made by individuals first, then institutions; and change is a highly personal experience." Using her research, a faculty task force interested in revising the curriculum decided to focus on introductory courses. They received \$10,000 from the provost for their activities.

In October 1982 the task force solicited proposals from departments interested in "mainstreaming the new scholarship about women." They accepted five proposals representing the College of Education and the departments of history, sociology, psychology, and family and child development.

A major project emphasis has been the acceptance of different approaches, says Coyner. "We had to take into account that faculty members come into this project at diverse starting points," says Coyner, "and allow them to move at their own speed." Coyner has concluded that it is cheaper to allow faculty to design their own projects rather than requiring them to follow a set pattern of activities, which would require closer supervision.

In addition, Coyner discovered that instructors view their participation from different perspectives. "Some are less interested in developing the core knowledge of women's studies than in seeing feminist perspectives diffused throughout the curriculum," says Coyner. "Others participate because they are curious, and a third group is resistant, yet realizes that it is in a position of raising doubts and wants us to resolve those problems."

#### DEPARTMENT ACTIVITIES

Ten history instructors have been active in their department's project, which looks at the United States and western civilization survey courses. They have attended a conference on mainstreaming women's history and begun seminars on mainstreaming topics and techniques.

Many of the history department discussions have centered on how to fit women's history into the courses, reports Coyner. "The debate has been between cutting back on political history and including women's history," says Coyner, "and the necessity of women understanding the way power is distributed and manipulated so they can make changes in society." She is encouraged that gender bias is being discussed and notes that the debate has shifted to how political history can include women.

Coyner is also enthusiastic about the psychology department, which she says understands best that transforming the curriculum is more than "add women and stir." The participants represent the subdisciplines of abnormal and industrial psychology. The industrial psychologists began by evaluating the psychology textbooks used at KSU. They were interested in learning whether the new scholarship on women, as presented in professional journals, was included more slowly in textbooks than new scholarship *not* about women. They discovered that the new research is not well integrated and have decided to write their own textbook, says Coyner.

The abnormal psychologists followed a similar route but have now become concerned about the definition of abnormal psychology. "They started thinking about the prevailing notion that what was abnormal about rape was the rapist," says Coyner. "They next looked at the rape experience, and asked, 'if one third or more of the women in the U. S. face rape or attempted rape, is that abnormal or is it a normal part of what it means to be a women?' and 'should that affect the counseling of rape survivors?'" As a result, the instructors are integrating these new concepts about what is normal and abnormal into one of their courses.

Projects are not limited to course content. The education faculty focused on the interaction between students and instructors in the college classroom and on what future teachers need to know about these interactions in their classrooms. After group discussions, the faculty members have begun developing bibliographies and teaching materials.

Coyner can point to other results. A sociology instructor has revised his introductory course and is sharing his know-how with other faculty. Both the sociologists and the historians have become interested in the educators' research on classroom interaction.

Not all the projects have been successful, according to Coyner. The family and child development department, which did not have any instructors knowledgeable about women's research, soon lost interest in the project. "This demonstrated the importance of having a leader who is viewed as an insider by the department, has done the homework in women's studies, and understands what transforming the curriculum is all about," says Coyner.

Coyner would like to fund other departments' curriculum revision activities. At the end of the spring 1984 semester she and the participants will evaluate the projects. "It almost seems like a betrayal for me to ask them to decide what worked best," says Coyner. "The bottom line is that we made a wise decision in allowing each group to proceed in its own way. It is also important that the individual faculty member sees how much this activity relates to what he or she is most interested in." P.B

For more information, contact Sandra Coyner, Director, Women's Studies Program, Kansas State University, Manhattan, KS 66506. 913/532-5739.

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## Stephens College

### *Transforming Liberal Education Requirements*

All of the 1,000 students studying for degrees at Stephens College, an undergraduate women's college, are now required to complete six liberal arts courses from a special group of courses newly revitalized to include information relevant to women and minorities. Under this degree requirement, initiated by the fac-

ulty, all students studying for the degrees of Associate of Arts, Bachelor of Fine Arts, and Bachelor of Science must complete these courses during their freshman and sophomore years. Students must select courses from at least five of seven areas: natural sciences, behavioral sciences, social sciences, modern languages and literature, fine arts and humanities, religion and philosophy, and women's studies.

According to Barbara Losty, associate dean of the faculty, the liberal arts requirement ensures that students explore other options than those they may be initially committed to, and permits students to "bring to whatever discipline they choose a variety of ways of looking at it."

"It was the intent of the faculty that courses already in the curriculum, for example, basic psychology, could be brought forward as a liberal education course," says Losty, "if they met the criteria for liberal education." This criteria included "introducing the mode of inquiry of the discipline, appropriateness (of the course) for majors as well as for students taking it for liberal inquiry, and inclusion of information and values relevant to women and ethnic minorities." Faculty were not asked to construct new courses, but to examine course content.

Degree requirements must be approved by the full faculty, and are overseen by the Curriculum Instruction Board, composed of five faculty members who are elected by the faculty; two students appointed by the student government; and the dean of the faculty and the registrar of the college, both sitting *ex officio*. The board sets the course for the liberal arts requirement based on the faculty's intentions, reviews progress, and issues course approvals.

Presently, departments are resubmitting all courses for two-year approval. Each department must provide documentation that includes student evaluations. In carrying out its proviso that "these courses shall contain information relevant to women and minorities or the department shall explain why they do not," the board is presently seeking to understand whether courses are meeting the criteria. For example, in courses such as physics, the teaching of the content is being examined, apart from the content; that is, whether such traditional instructional examples as automobile engines, levers, and forces permit access to the content as readily for women as for men.

In another example, a course in biological sciences now includes "a little more of the history" of what systematically happened to women in the late 1880s and early 1900s, when women were intentionally excluded from receiving doctorates, and traces the concomitant growth of the "women's fields" of home economics, physical education, and hygiene.

In addition to the lower division courses, students earning the B. A. degree are required to complete one course in each of three upper division areas: intercultural studies, interdisciplinary studies, and senior colloquium. In the senior colloquium, students develop problem solving skills in anticipation of situations that may occur after graduation. Case studies of Stephens' graduates, representing both personal and professional problems, including those unique to women, are discussed under the guidance of faculty from all areas of the college, functioning as facilitators.

## WOMEN'S STUDIES AND INTEGRATION EFFORTS

In addition to the focus on women in the liberal education requirements, the college also offers a minor in women's studies. Selected courses "undertake the study of basic cultural assumptions about women," according to the college catalog. "More than 50 faculty members representing all portions of the academic life teach in the program," which uses an interdisciplinary approach.

The Women's Studies Program began formally in 1973. The first course was "directed toward the process of 'academic consciousness-raising,'" according to a program description. By 1977, "over two-thirds of the college's women's faculty had been involved in instruction in the program. This in turn influenced the course offerings of those faculty members within their departmental offerings."

The movement among the faculty to incorporate information on women into the curriculum gained momentum under a grant from the National Endowment for the Humanities during the 1978-79 academic year. A group of eight women and men faculty from various humanities areas met in Saturday workshops devoted to research, reading, and discussion of the new scholarship and educational issues on women. Activities included lectures by women's studies scholars William Chafe and Catharine Stimpson.

The workshops continued for two additional years with support from the college, and included areas not previously represented, including administration, fashion, theater, and business. One of the workshops' strengths, according to a final report, was "the diversity of participants." Approximately 25 percent of the faculty participated in the workshops over the three-year period. The workshops influenced course content; for example, a theater instructor researched information on women who had been outstanding teachers of acting and had an impact on the lives of their students, for integration into his theater courses.

Losty says that "students come to Stephens because of its programs, not because it is a women's college." She believes that helping students apply the liberal arts to their lives "is something women's colleges can do unusually well."

"A movement for integrating new information on women must come from the faculty," Losty says. "An institution seeking to integrate the new scholarship must either intentionally hire faculty with an interest, or allocate funds to help faculty who are already interested gain knowledge and respect for that interest."

The advantage of an integrated project and a women's studies program is ideal, says Losty, and Stephens is able to have both. "But," Losty says, "an integrated program gives every faculty member an opportunity to own the information. This is far better than their saying 'that's taught over in women's studies'."

T.L.

For more information, contact Barbara Losty, Associate Dean of the Faculty, Stephens College, P. O. Box 2005, Columbia, MO 65215. 314/442-2211.

## Wheaton College

### *Steady Progress Towards Transforming The Curriculum*

In 1980 Wheaton College administrators launched an ambitious curriculum revision project titled *Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts*. Funded for three years by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), the project's aim was to incorporate the new scholarship on women into introductory disciplinary courses and reach a majority of undergraduates.

Four years after the project's initial activities, the campus community realizes that curriculum revision is a "long-term process that will require continual work," says Bonnie Spanier, former project director and scholar in residence in the biology department. She is pleased that more than half of the faculty have participated in the project and says the curriculum has been affected, rather than transformed, by their activities.

Faculty members have participated in disciplinary projects, campus wide development activities, and multidisciplinary study groups. As reported in the October 1981 issue of *Forum*, the project's first year activities ranged from an intensive faculty workshop on the new scholarship's contribution to various disciplines to separate projects by English, psychology and physical education instructors.

During the 1981-82 academic year the Balanced Curriculum Advisory Committee continued to fund both group and individual activities. According to Spanier, they were especially interested in collaborative projects that would have an impact on faculty and introductory courses.

For example, after analyzing their introductory psychology course's textbook and lecture topics, six faculty members gave more attention to such details as the sex of researchers and research participants, women's role in the history of psychology, and the origins of sex differences. An economics professor designed several lectures for introductory micro- and macroeconomics courses; he provides statistical data on women's economic standing and discusses varying theories for male and female wage differences.

#### RECONCEPTUALIZING THE DISCIPLINES

As instructors considered the new research on women in their fields, they discovered that "you cannot just add segments about women," says Spanier. Instead, a "reconceptualization" of the disciplines is necessary. This approach acknowledges that what has been considered important in a discipline may exclude women and minorities. Thus, scholars need to organize their discipline in a new way to include women's experiences.

Spanier offers the example of survey courses on literature and music. "The canon defines what is important and rates women's work as unimportant because they are not in those major categories," says Spanier. To overcome these biases, art history instructors discuss the difficulties women faced in be-

coming professional artists and introduce students to women artists who worked within and outside traditional styles. Spanier notes that the task of reconceptualizing a discipline is more difficult in an entry level course which introduces a discipline than in an upper level course which focuses on one topic.

Another new focus has been attention to a multidisciplinary understanding of the methodology and perspectives of women's studies scholarship. Two faculty groups received funding for interdisciplinary study projects, one on feminist theory and the other on literature. The literature group read works by women writers and considered such questions as does women's language differ from men's, should different criteria be used to assess works by men and women, and have these works been neglected because they belong to devalued genres?

The feminist theory study group reviewed readings ranging from *Biology's Woman: The Convenient Myth* to *The Madwoman in the Attic: A Study of Women and the Literary Imagination of the Nineteenth Century*. They consider Jaggar and Stuhl's *Feminist Frameworks* to be an especially good anthology. The two groups credit their participation with changing both their introductory and advanced courses. They have continued meeting without funding, and a second group on feminist theory has been formed.

Spanier emphasizes that faculty participation in the project has always been voluntary. Some faculty members continue to express skepticism about the new research, while others have come to appreciate its insights. "It has the strengths and weaknesses of any other kind of scholarship," says Spanier. "A particular piece might not be the perfect answer to a question, but it is provocative. We try to foster an environment where people can pursue women's scholarship without the overt and subtle ways that peers often use to prevent their interests."

Third year project activities included continued curriculum revision and development of case studies. In June 1983 the college hosted a conference for teams of instructors and administrators from 60 colleges and universities. The conference emphasized that a critical step in the integration of women's scholarship is to recognize the resources participants already have on their campuses, says Spanier. As part of the project's dissemination efforts, Spanier has also put together a book containing the conference proceedings, Wheaton project descriptions, and bibliographic materials (see resource listing under Spanier).

Another project outcome has been the strengthening of separate women's studies courses. A new advanced course on feminist theory has attracted 50 students, indicating that their interest has been stimulated by materials on women in disciplinary courses, according to Spanier. Students can earn a minor or interdisciplinary major in women's studies.

"The solid women's studies offerings reflect the change in attitude about the legitimacy of women's studies and the increased faculty interest," says Spanier. She anticipates continued curriculum integration activities and development of women's studies courses without significant additional funding. In fall 1984 Spanier will become director of the women's studies program at the State University of New York at Albany.

In addition to recognizing the strengths of their own women's studies scholars, administrators can interest other faculty members by "starting where people are, which is usually in their traditional disciplines, and by providing multidisciplinary education that includes theoretical perspectives," advises Spanier.

P.B.

For more information, contact Darlene Boroviak, Professor of Government, Wheaton College, Norton, MA 02766. 617/285-7722.

## Guilford College

### Faculty Dialogue on Women's Issues

Interest in integrating materials on women into the curriculum is based on a humanistic, rather than feminist, philosophy at Guilford College, a Quaker-affiliated liberal arts college. "Our definition of humanism is very similar to the non-hierarchical dialogue that is talked about in feminism," says Carol Stoneburner, director of faculty development and coordinator of women's studies. "We are interested in a long-term dialogue in which people are constantly increasing their awareness of women and incorporating that knowledge into their teaching."

To foster this dialogue, the Women's Studies Program has sponsored faculty study groups on women's issues since 1974. Interdisciplinary groups have discussed such publications as *Men and Women of the Corporation* by Rosabeth Moss Kanter, *The Color Purple* by Alice Walker, and "The Classroom Climate: A Chilly One for Women?" by Roberta Hall of AAC's Project on the Status and Education of Women.

Approximately 60 percent of the faculty have participated in the study groups since their inception, according to Stoneburner. She maintains that changes have resulted in the curriculum, although she admits that this is difficult to demonstrate. Examples are a chemistry professor's courses, which include his research on how feminist consciousness has been an important ingredient in certain scientific breakthroughs.

"We have pockets of places in the curriculum where people still do not know that women exist," says Stoneburner. "But there are many places where (integrating the new research on women) has become a way of life. More than one-fourth of the faculty have made a major shift in their scholarship."

In addition to overseeing the continuing efforts to integrate material on women throughout the curriculum, the women's studies curriculum committee, established in 1981, coordinates a four-course interdisciplinary concentration in women's studies. Students choose such courses as American Women's History, Sex Roles and Family Patterns, and Minorities and Women in Business. They must also complete a women's studies internship. Six students are pursuing the concentration, which became available during the 1982-83 academic year. The concentration is the base for the self-designed humanistic studies major in women's studies.

Students earning a women's studies concentration must complete a senior interdisciplinary course in women's studies as one of their four electives. Guilford requires all seniors to take a senior interdisciplinary course and offers a choice of eight courses each semester, including at least one women's studies course. A current option is *Women and Work*, which focuses on American women's experiences in the workforce.

Stoneburner is excited about a new senior interdisciplinary course on international perspectives of women and work which will be offered in fall 1984. The course will compare women's experiences in countries with varying levels of industrialization and development. During summer 1984 she will design the course with ten faculty members from various disciplines who have expertise in different geographical areas. Each will lecture in the new course.

"A primary benefit of the course is having ten faculty members share their knowledge with each other," says Stoneburner. Because each of the instructors teaches other required courses, Stoneburner anticipates that a number of students will be affected by the faculty members' "heightened awareness of women." The course will complement Guilford's new emphasis on international studies; Stoneburner advises colleagues to look for new directions at their colleges and design faculty development activities around these areas.

Stoneburner credits Guilford's method of establishing a long-

term dialogue on women's scholarship with making significant changes in people's thinking, the way they teach, and the materials they include in their courses. She considers this approach a model of what a small college can do with very few resources.

"A school that is not prepared for any number of reasons to make women's research a major emphasis can make it a minor emphasis over a long period of time and have a really strong impact," says Stoneburner. "You cannot compare yourself to a school that has a full-time director and extensive funding. Instead, you can work within the ethos of your institution and still make a difference." P.3.

For more information, contact Carol Stoneburner, Coordinator of Women's Studies, Guilford College, 5800 West Friendly Avenue, Greensboro, NC 27410. 919/292-5511.

## Indiana University-Bloomington

### Celebrating Women's Studies Tenth Year

The Indiana University-Bloomington Women's Studies Program is celebrating its tenth anniversary during the 1983-84 academic year with lecture series, art exhibits, and lunch discussions. Director Christie Pope views the activities as opportunities to increase the visibility of the Women's Studies Program.

The program offers courses leading to a certificate in women's studies. Approximately 34 students are currently earning certificates, while an equal number pursue a Ph.D. minor in women's studies, an option added in 1980. Undergraduates may choose from between 18 and 25 courses each semester, the majority of which are offered by other departments and cross-listed with women's studies.

The program also offers graduate courses for the Ph.D. students attracted to women's studies from various departments and schools throughout the university. Although the program has not advertised the Ph.D. minor, students naturally gravitate to its offerings, says Pope. She reports that many women graduate students are interested in research on women's concerns. "They recognize that they cannot do a good job on their dissertations without a greater understanding of what research has been done on women in general," says Pope.

The women's studies program operates without its own faculty. Pope holds half-time appointments as program director and assistant professor of Afro-American studies. Thirty-five faculty members who teach courses on women in their departments hold adjunct appointments in the program.

The program launched efforts to integrate the new scholarship on women into disciplinary courses with a two-year grant from the National Endowment for the Humanities in 1982. The grant focused on introductory courses in history, sociology, economics, folklore, political science, and psychology. The project's rationale is that a large number of students who would never enroll in a women's studies course can be exposed to the new research in the large lecture classes, according to Pope.

The grant directors paired instructors with women's studies scholars, who served as mentors and helped them easily locate relevant materials for inclusion in their courses. In the economics department, the participating faculty member prepared the readings for all introductory economics courses. In the other departments, the affected course was one of several introductory options. The women's studies program hosted a panel on the pros and cons of the integration experience. Pope admits that the low attendance indicated the university has a long way to go in transforming the general curriculum.

To inform the campus community of the impact the new research on women has made on traditional disciplines, the program is coordinating a lecture series as part of their anniversary celebration. Speakers have included Carol Jacklin,

coauthor of *Psychology of Sex Differences*, on feminist scholarship and the scientific method, and sociologist Jesse Bernard on the scholarship's impact on the social sciences.

To complement the lecture series, Pope is commissioning essays on the new scholarship from prominent disciplinary scholars around the country for publication as an anthology. She has found that once faculty members review the new research they are less skeptical about its quality.

At the same time, the women's studies program recognizes that departmental tenure committees often are unaware of the major women's studies journals and their instructors' research on women. During the 1983-84 academic year the program, working with the College of Arts and Sciences dean, has established an advisory promotion and tenure committee to review adjunct faculty members' research at their request and submit recommendations to tenure committees.

Future program goals include building an endowment for fellowships and lectureships; the latter is especially important as retrenchment limits the number of instructors who can teach courses outside their departments, says Pope. The program will also consider the possibility of establishing a research institute.

"Women's studies programs provide an important way of mainstreaming the knowledge that we have gained during this decade of research on women and of stimulating further research," says Pope. "There were women historians in the early part of the twentieth century whose research on women was lost because there was no institutional base for their work. We do not want to have to reinvent the wheel again. We have proven our worth and academic integrity and need to put down strong roots within the institution."

P.B.

For more information, contact Christie Pope, Director, Women's Studies Program, Indiana University, Memorial Hall East 130, Bloomington, IN 47405. 812/335-0101.

## University of Maine at Orono

### *Building Faculty and Administrative Support*

Activities to develop a bias-free curriculum at the University of Maine-Orono (UMO) began with the president's funding of the Women in the Curriculum Project in January 1981. During its first year the project supported four course evaluation/development teams in the departments of English, physics, sociology, and educational administration. The teams analyzed the curriculum content and perspectives of one or two of their departments' courses and wrote recommendations for integrating the new research on women.

Since that time the project has funded 36 faculty development projects, resulting in significant course revision in 22 departments and 5 colleges, according to JoAnn Fritsche, vice chair of the Women in the Curriculum Committee. In October 1981 the project received a two-year Women's Educational Equity Act (WEEA) Program grant which supported the hiring of two staff professionals to coordinate UMO's curriculum revision projects and assist seven Maine and New Hampshire institutions in similar efforts.

The project now has received a university-supported continuing budget for one-and-one-half staff positions, clerical assistance, and faculty development activities. Fritsche credits the project's organizational development techniques for its strong faculty and administrative support.

The staff employed a "top down, bottom up, and horizontal" approach to organizational development. "Most academic feminists are not at the top of an organization," says Fritsche, who also directs the Equal Opportunity/Women's Development Programs, "if they are going to be effective, they need to cultivate every kind of support."

To facilitate change, feminist academics must first gain support of a core of influential faculty members, who in turn will foster the interest and support of administrators. By involving respected leaders, the feminist academic is able to show other instructors that the project is worthy of their attention. Fritsche adapted these techniques from Ronald G. Havelock's *The Change Agent's Guide to Innovation in Education*. At the seven WEEA institutions, the project has helped other academic feminists analyze power and influence on their campuses and adapt these principles to their situation.

Staff have also used Havelock's view that because change is a developmental process, you should work slowly and not ask for big commitments. The project has funded faculty interested in three weeks of summer reading about the new research and revision of a course lecture or unit. "We find that if inexperienced people try to take on too much, they don't do any of it well," said Fritsche, who encourages instructors to read the new research, evaluate it, and see if they feel comfortable with it.

The project also has funded more long-term activities and provided consultation assistance. Two faculty members in the speech communication department investigated why women students in their graduate assistants' classes were receiving lower grades. They reviewed literature in their field and learned that aggressive, forceful speech is more valued than the conversational style usually employed by women. The instructors shared this research with their assistants and encouraged them to help men and women students become more versatile in the way they communicate.

Because the faculty development activities have increased the number of instructors qualified to teach women's studies courses, administrators are developing a women's studies interdisciplinary concentration that will be equivalent to an academic minor. Fritsche anticipates that the concentration will be approved in fall 1985.

A further demonstration of the project's campus support is the appointment of a staff member to the university-wide committee that evaluates course proposals. "The committee recommends that people incorporate the scholarship and perspectives of women into their courses to make them more comprehensive," says Fritsche. "We don't require these changes, but everyone knows the committee can refuse a course." Fritsche's next goal is developing promotion and tenure policies that value scholarship on women and course revision activities.

P.B.

For more information, contact JoAnn Fritsche, Director, Equal Opportunity/Women's Development Programs, University of Maine at Orono, 251 Aubert Hall, Orono, ME 04469. 207/581-1227.

## Mankato State University

### *Creating a Women's Studies Discipline*

A recently completed five-year program review has assured the Women's Studies Program at Mankato State University (MSU) that it is well established both within the institution and within the discipline. According to Sally R. Wagner, full-time chairperson of the program, "The administration is very respectful of our work. There is neither favoritism toward us nor are we dismissed. We're just part of the mainstream."

The program offers B.A. and B.S. degrees in women's studies and is hoping to implement an M.S. in women's studies by the end of 1985. The B.S. degree includes an internship and integrative paper requirement. Wagner describes it as the more practical of the two undergraduate degrees because it is "more the combination of theory and practice." The Women's Studies Program has close ties to local battered women's shelters, vic-

tim assistance centers, and other organizations in which students conduct internships and receive practical experience in the social service field. "If any of our students go into that area as a career," says Wagner, "they'll be uniquely trained for it."

Both degrees are awarded through the College of Behavioral Sciences and share three core course requirements—Women: Self and Others, Perspectives on Women and Change, and Seminar: Ideology and Feminist Thought. Wagner says that approximately 12 students are in the first graduating class of B.S. degree students in spring 1984.

Faculty response to the Women's Studies Program is "amazingly supportive," according to Wagner. However, "there is an undercurrent of fear among some faculty members because we are involved with the process of change, and that makes people uncomfortable. Some say, 'How can that be academically acceptable?' but that's only the undercurrent, not the general tone." Wagner says that the research of the women's studies faculty is supported by other faculty members. "A new faculty member is looking at the conjunction between neo-Marxist theory and feminist research methodology. It's exciting, pioneering theoretical work, and she has a real audience with other social science researchers on campus. In our areas of expertise we feel a lot of collegiality. We are not an isolated department."

The Women's Studies Program at MSU is interdisciplinary and includes electives in the other colleges on campus. There are three full-time women's studies faculty members; adjunct professors from the other colleges complete the program's faculty roster.

Wagner says that while some program faculty are mainstreaming women's studies information into their other classes, there is no strong effort to transform the curriculum. The university takes this goal seriously as its own responsibility, according to Wagner, who agrees that that is how it should be. "To include women and people of color within the curriculum is just good scholarship," she says, "and is not just a function of women's studies. We would support the institution's efforts to transform the curriculum, but our program's function is to create a strong women's studies discipline. We want to show that there is an emerging methodology and an emerging pedagogy."

Wagner suggests that other schools interested in starting or expanding their women's studies programs must recognize the importance of feminism in the curriculum and work to ensure its place in all aspects of teaching and research. "The way in which women conceptualize the world and act to change it is at the heart of the program here," says Wagner. "We offer courses in feminist pedagogy and feminist scholarship, so we clearly and directly state that feminism is our focus. Women's studies is becoming academically respectable because we are direct about our feminist approach and in no way attempt to water it down or compromise it."

Much of the undergraduate program in women's studies is student directed and student controlled, according to Wagner. "We have incredible students here who are doing outstanding, creative work," she says. "Our goal is to empower students, but what happens is a lot of mutual empowerment." S.H.

For more information, contact Sally R. Wagner, Chairperson, Women's Studies Program, 109 Morris Hall, Box 64, Mankato State University, Mankato, MN 56001. 507/389-2077.

## Montana State University

### *Outreach to Colleagues and Other Campuses*

Since 1979 Montana State University (MSU) faculty members have been investigating sex bias in the curriculum and revising courses to reflect the new research on women. MSU's activities began with a grant from the U.S. Office of Edu-

cation Women's Educational Equity Act Program, which funded 40 faculty members' participation in curriculum revision projects. As a result, instructors substantially integrated material on women in 22 courses and designed 5 new departmental courses on women.

The project had less tangible results as well, according to Betty Schmitz, project director and acting assistant dean of the College of Letters and Science. She is pleased that a third of the participants have become actively involved in further course revision and development opportunities at both the institutional and national levels. Schmitz admits others are less active in women's studies or are caught at what *Forum* essayist Peggy McIntosh calls "stage 2 thinking;" they view integration as merely adding famous women to their courses and do not take the next step of reconceptualizing the disciplines.

At the same time, the original participants have effected their colleagues' activities. During 1982 the participants presented their research in seminars on the implications of the new materials on women on teaching and scholarship. New instructors continually ask Schmitz and others for advice on revising their courses, and the new research is a regular discussion topic at departmental meetings. There is also interest in offering a concentration in women's studies.

The participants' outreach activities also have extended beyond MSU. Schmitz has directed two competitive curriculum revision grants programs for northwest area institutions and involved MSU faculty as consultants. "By putting our faculty in a leadership role, we have encouraged their continued involvement in the new research," says Schmitz.

The U.S. Department of Education Fund for the Improvement of Postsecondary Education funded the first program, which was cosponsored by the Northern Rockies Consortium for Higher Education. A goal was to determine whether the validity given integration efforts by the consortium's involvement and the expertise supplied by consultants could substitute for large amounts of funding. The program provided seed money for ten institutions to integrate women's studies into traditional courses.

The program began with an institute on the new scholarship featuring MSU faculty and outside consultants. Each school sent a three-member team of administrators and instructors. During the next year MSU provided resource notebooks and consulting assistance.

The institutions used different approaches to curriculum revision. The University of Wyoming sponsored a retreat on women's scholarship for the General Education Committee, which was revising the core curriculum. The committee now reviews all new courses submitted for general education credit for content on women and minorities. Western Wyoming College's departments of English and mathematics used inservice training days to bring in consultants for assistance with course revision.

The Ford Foundation is funding the second outreach effort. Schmitz and Myra Dinnerstein, chairperson of women's studies at the University of Arizona, are directing the project, which is open to institutions in the north and southwest. The project will accept proposals for integration projects in June 1984.

Schmitz has learned that real progress towards institutionalizing integration efforts comes from changing faculty members' thinking, rather than establishing permanent development programs. "It's a long process," says Schmitz, "because the amount of new scholarship in any given discipline is immense." She recommends starting with faculty development seminars for sympathetic faculty members, so that some progress can be quickly seen. P.B.

For more information, contact Betty Schmitz, Acting Assistant Dean, College of Letters and Science, Montana State University, Bozeman, MT 59717. 406/994-4288.

## Old Dominion University *Reaching Out To All Faculty*

Curriculum and faculty development are top priorities for the Old Dominion University Women's Studies Program, which had its roots in a 1977 grant from the National Endowment for the Humanities. Since the development of six interdisciplinary women's studies courses that year, the program has offered more than 50 courses and established undergraduate and graduate certificates.

Approximately 35 undergraduates are earning a 15-credit certificate. They choose such offerings as *When Women Tell*, a women's studies course which examines attitudes expressed in women's diaries and autobiographies, and *Southern Womanhood: The History of a Symbol*, which explores the myth and reality of southern women from antebellum times to the present. Graduate courses include *The Family in Political Philosophy* and *Leadership Strategies for Women in Health Professions*. In fall 1984 Nancy Topping Bazin, director of the program, will offer a graduate course on women's studies as an interdisciplinary field and its impact on various disciplines.

Bazin also has designed activities to share the new research on women with faculty members who do not teach in the women's studies program. "I am trying to reach beyond the committed people," says Bazin, who is also a professor of English. In organizing such efforts, she stresses the importance of using presenters who can "make a good impression both in how much they know and as role of models of intelligent people who know all this scholarship."

In March 1983 Bazin coordinated a statewide faculty development institute with funds from ODU, the Feminist Education Trust Fund, and the Wellesley College Center for Research on Women. Titled *Making Women Visible in the Teaching of History*, the Institute attracted 66 participants; ODU attendees included the president, dean of the School of Arts and Letters, and 16 of the 20 history department faculty members.

Institute leaders discussed research on women's history and presented a workshop on revising courses. As a result of the institute, several ODU instructors who had little interest in

women's scholarship are revising their courses, and a new course on women in European history will be offered. Bazin has planned a similar program for ODU biologists.

Both faculty members and students attend the women's studies program discussions and lectures. Between 12 and 25 people meet regularly to discuss readings from *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology, and Philosophy of Science*, edited by Sandra Harding and Merrill B. Hintikka.

Nearly 60 people attend the lectures, which focus on women's research and concerns. Topics have ranged from feminist perspectives on the objectivity of science to the relevancy of the women's movement for black women. Peggy McIntosh, director of the Wellesley Center for Research on Women, discussed mainstreaming women's studies during a fall 1983 conference. An April 1984 conference will explore the feminist challenge to the disciplines.

Few faculty members have integrated research on women into their more traditional courses, says Bazin. As reported in the October 1981 issue of *Forum*, Bazin believes the concept of affirmative action should extend to the curriculum. She would like ODU's mission statement to reflect this conviction. A task force is currently developing a philosophy for revising the core curriculum, and she hopes women's studies can be included in any changes.

At the same time, Bazin emphasizes that both separate women's studies programs and mainstreaming efforts are important. "They reinforce each other," she says. "Students who take women's studies courses can push teachers to include materials on women in other courses. In some ways students are more effective than colleagues in forcing mainstreaming."

Future goals of the women's studies program include offering its own undergraduate and graduate majors. Students can now earn an undergraduate degree through the interdisciplinary studies department or a graduate degree through the Institute of Humanities. "The more women's studies becomes part of the system, the more likely it is to survive," says Bazin. P.B.

For more information, contact Nancy Topping Bazin, Director of Women's Studies, Old Dominion University, Norfolk, VA 23508. 804/440-3823.

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## ADDITIONAL PROGRAMS

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### The Claremont Colleges *Intercollegiate Cooperation*

"The greatest strength of the Claremont women's studies curriculum lies in its self-selected, lively, and strongly committed faculty," states a 1982 in-house report examining the women's studies program at the Claremont Colleges, a southern California consortium of five undergraduate colleges and a graduate school. With a goal to develop courses which take into account the history, concerns, values, and perspectives of women as well as men, Claremont women's studies has "had an impact on most aspects of the undergraduate curriculum," says Coordinator Susan Seymour. "The program has worked because of the interest and support of faculty groups at each of our institutions," she says.

The first women's studies course at Claremont was an intercollegiate interdisciplinary class offered in 1970. Additional courses were developed at a rapid pace and in 1974, Pitzer College, one of the consortium's undergraduate colleges, approved women's studies as a concentration. Although Pitzer is the only Claremont college that currently offers a women's studies degree, all five colleges have been active in women's studies. In 1978 representatives from each school organized the

Intercollegiate Women's Studies Field Committee, which offered faculty members an administration-recognized unit in which women's issues could be discussed. One year later, the office of coordinator of women's studies was funded.

In 1981 the women's studies committee instituted, as a basis for future planning, a more systematic investigation of the women's studies curriculum. An ad hoc committee report indicated that women's studies at Claremont "deserves to be developed in a way which will increase its academic integrity and make it more useful to the students of all colleges."

This challenge was accepted by the women's studies committee, and since that report was issued, they have sponsored a conference on women's studies and integrating the new scholarship into the curriculum, initiated interdisciplinary study groups, created new courses, and organized a colloquium series.

The conference, according to Seymour, was "planned primarily for faculty and graduate students (and) aimed at getting more people involved in women's studies." Pedagogical in scope, the conference provided an opportunity for detailed discussion of problems involved in creating balanced courses.

The Claremont conference, as well as a national conference at Wheaton College, acted as the catalyst for Claremont's indi-

vidual study groups. These recently instituted workshops consist of interested faculty members from all Claremont Colleges who voluntarily explore broad issues such as women in science and mathematics or early modern Europe and shifting gender perceptions. "This program was designed," says Seymour, "to get faculty talking across disciplines in ways that might spark them to read materials they might not ordinarily read. We hope that the final effect would be that those faculty, although they may not teach a class with a women's title, are incorporating these materials from a feminist perspective into their classes—which a lot of them seem to be doing."

The colleges have also developed programs that are geared to students' interests. The Women's Studies Colloquium Series, for example, sponsors four guest lecturers each semester to speak on subjects ranging from China's women to anorexia nervosa to women's policy agenda for the 1990s. These colloquia are open to faculty and students from all the Claremont Colleges, as well as to members of the community.

In summarizing the effectiveness of the 1982 report, Seymour states that, "it was successful in that it helped alert the presidents to the fact that we had a program that was working well—working well in that we were growing, there was lots of support, and we had classes that were all well attended. (Our program has) epitomized what the colleges say they would like to do—offer programs jointly and cooperatively in some areas, bringing people together. Women's studies at Claremont is perhaps the best example of a joint program that is really working across the campuses." T.H.

For more information, contact Susan Seymour, Women's Studies Coordinator, The Claremont Colleges, Scripps College, Claremont, CA 91711. 714/621-8000, ext. 3250.

## Dartmouth College

### *Liberating the Liberal Arts*

Dartmouth College was the last Ivy League school to become coeducational in 1972, yet its Women's Studies Program has made rapid progress in introducing and integrating the new feminist scholarship, according to Brenda Silver and Mary Jean Green, co-chairs of the program. The program's purpose is to constructively fill a gap left by traditional academic disciplines which have not incorporated women's roles and experience into their theory and teaching. Green and Silver call this "liberating the liberal arts" by revising basic assumptions of academic inquiry.

The interdisciplinary program was established in 1978 by a group of women faculty, and strengthened by a 1980 National Endowment for the Humanities grant and a 1983 curriculum integration and faculty development grant from the University of Maine (Orono) Leadership in Education Equity Program. The program offers a certificate to students completing six requirements: an introductory course; one of four intermediate courses (History and Theory of Feminism; Women, Work and Culture in the 19th Century; Women and Change in the Third World; and Special Topics in Women's Studies); either a seminar or an independent study; and three additional women's studies or "associated" courses and seminars. The introductory course and four others may also be combined with another area for a modified major.

According to Green and Silver, the program has had significant impact on students and faculty outside its own curriculum. The number of associated or cross-listed courses and seminars has risen from seven to more than twenty. In other courses, awareness and interest have increased. For instance, one of the most popular freshman humanities courses has evolved from an all-male-taught class which used no female-authored books, to a class taught by both sexes and including female speakers, books, and historical figures. Silver says the syllabus and focus

have changed as the instructors have "become more aware of the issue of what it means to teach basic humanities and not include any women writers."

Guest speakers, faculty outreach dinners, and conferences (particularly Feminist Studies at Dartmouth, marking a decade of coeducation in 1983) are among the ways the Women's Studies Program tries to improve faculty understanding of the new scholarship and how it affects every discipline. The program also tries to encourage wider faculty involvement by sending out questionnaires to identify instructors interested in teaching, incorporating, or learning more about feminist scholarship, as well as to solicit suggestions for guest speakers. And, because Women's Studies faculty work in various different departments (Women's Studies is not a separate department), there is constant exchange and "interconnectedness," Silver points out.

Both Silver and Green think the program's presence has affected faculty attitudes. Green asserts, "People are taking us seriously; not just women, not just our own faculty. It really has prompted a lot of thought." For example, of twenty-six presenters of papers at the 1983 conference, fourteen had had no previous involvement with the Women's Studies Program (ten were men).

A "connection with the rest of the campus" is crucial, according to Silver. It has led to "strong support" from people in other departments, and a "welcoming of women's studies," says Green. Other factors in the success of the program are support from the administration, a structure "congenial to interdisciplinary programs," and collaborative administration of the program itself, run by two co-chairs, an administrative assistant, and a Steering Committee (composed of faculty, students, and the administrative assistant). Such collective leadership is a natural outgrowth of strong organizational systems and networks long-established at Dartmouth, contend Green and Silver; "women at Dartmouth are used to working together," and that is a "key element" of success, they say.

The co-chairs say some problems do exist: resources are insufficient and in some departments instructors are either unequipped for, or uninterested in, integrating the new scholarship. In areas geared toward empirical laboratory study, for example, people who "inject questions such as gender difference" have simply not been sought for hiring, explains Silver.

In addition to faculty outreach efforts in those problem areas, in the future the program will concentrate mostly on restructuring its course offerings. After the eight-year review to determine whether the program will be continued, steps will be taken to broaden the program, including greater interaction with the outside community. There are no plans to develop women's studies into a major.

The main goal is to involve as many members of the Dartmouth community as possible. As Green, Silver, and colleague Lynn Higgins write (in a paper entitled "Liberating the Liberal Arts"), "our goal is not to reject but rather to celebrate the spirit of free inquiry crucial to the survival of the liberal arts and to a truly human education." E.B.

For more information, contact: Mary Jean Green or Brenda Silver, Co-chairs, Women's Studies Program, Dartmouth College, Hanover, NH 03755. 603/646-2722.

## Hope College

### *Gender Equality Through Self-Exploration*

"Hope College received the first impetus to incorporate the study of women into its curriculum through its involvement with the Great Lakes Colleges Association (GLCA)," says Jane R. Dickie, associate professor of psychology. In 1975, the GLCA created a consortial Women's Studies Program, and one of its first projects included visits by

women's studies scholars to GLCA member campuses. In preparation for such a visit, the provost convened an ad hoc committee to explore the status of women on Hope's campus in 1978. This committee examined, in some detail, major areas of the campus — curriculum; advising and counseling; faculty personnel practices; admissions, financial aid and public relations; student services and organizations; and athletics — and in 1979 produced a report that contained 23 recommendations to alert the Hope community to sexual inequalities on campus.

The major implemented recommendation, says Dickie, "concerns 'the gender equality of textual materials, course design and pedagogy' of all newly proposed courses." A standing curriculum committee reviews all new course proposals, sending back those which do not sufficiently ensure the coverage of women's issues. "The idea," says Dickie, "is to make sure that faculty members have at least considered the new scholarship on women as they plan their courses." Affecting only new courses, the curriculum committee does not mandate revision of existing course, and Dickie notes: "When it wrote its report, the ad hoc committee was hopeful that the faculty would realize the importance of gender equality, and would try to update their courses accordingly. This has happened, but it has not been legislated, as has been the new course requirement."

Women's experiences have been integrated into enough courses to constitute a women's studies program. "Students can put together a contract curriculum," says Dickie, "in which they propose the kinds of courses they wish to take to create an interdisciplinary women's studies major or minor." Students interested in pursuing women's studies select a mentor to guide their work, complete independent projects supervised by faculty in different departments, and take courses which focus on women or have a feminist perspective. Included among these are: Religion in Society, Social Stratification, History of Economic Thought, and Black Literature. In addition, Dickie teaches an interdisciplinary senior seminar, *Male, Female, Human*. This course, according to the syllabus, examines the views of women and men with hopes of beginning a new search for humanity. Women will not be viewed as 'other,' but central to any definition of humanness."

Faculty development is another important component of Hope's efforts to achieve gender equality, and again, the GLCA plays a major role in this, according to Dickie. The GLCA Women's Studies Program representatives from each college meet four times a year to discuss issues of concern. The GLCA also sponsors an annual Women's Studies Conference, which all Hope faculty are urged to attend, notes Dickie. At this conference, faculty present scholarly papers, listen to outside speakers and review strategies to further the new scholarship on women. The 1984 conference, *Looking Backward: A Celebration of Sources*, will examine the roots of the GLCA Women's Studies Program and explore the oppression and neglect of women through history.

Hope also offers its own faculty development program. A fall 1983 workshop coordinated by faculty for faculty, dealt with gender issues in education. "We wanted to make faculty aware of the fact that gender issues influence the classroom climate," says Dickie, who led the workshop. "We also did a consciousness-raising exercise to get faculty members to think about the ways in which various major theories about humankind have been male-biased."

Dickie comments that Hope's Christian heritage has been an impetus to its endeavors to implement gender equality. "There is an openness to inquiry at Hope," she says, "and a willingness to self-examination." She adds: "Part of the Christian tradition is the recognition that we are not perfect; we need to care about our fellow human beings — and that includes women." N.M.

For more information, contact: Jane R. Dickie, Associate Professor of Psychology, Hope College, Holland, MI 49423. 616/392-5111.

## Kenyon College

### *Women's Studies and Tradition*

In a 1978 Mellon Foundation proposal, Kenyon College cited the need to broaden faculty understanding and knowledge of women's studies, as part of an overall faculty development effort. This idea was reinforced in 1981 by the report of a special Provost's Committee on Women, asserting that liberal arts at Kenyon would be "enhanced by systematic efforts to increase the study of women and their work in the curriculum."

To carry out these efforts, Kenyon submitted a proposal to the National Endowment for the Humanities in 1982 for a pilot project in women's studies, and although no grant was awarded, progress has been made in integrating the curriculum, says Donna Scott, coordinator for Women's Academic Affairs (a position created under the Mellon grant). Women's studies issues and feminist scholarship have been incorporated into about a dozen courses, such as *Sex Roles in Cross-Cultural Perspective* (anthropology), *Principles of Economics*, and *Female and Male: Biological Ideas of Human Nature in the History of Western Thought* (history). A few other courses include women's studies "components," and Scott says a number of male and female faculty have instituted a "policy of inclusive language" for papers and other coursework as a way of "pointing up the disparity" between many traditional disciplines and the new scholarship.

The only women's studies course per se was introduced in fall 1983. *Introduction to Women's Studies* is the first interdisciplinary course of any kind at Kenyon, and is taught by two historians, a biologist and a philosopher. Issues such as the origins of gender differences, dominance, societal perceptions of women and men, and patterns in education, literature and the work force are among those considered.

Students in the course seem to be developing a new awareness which is changing their approach to other courses, observes Scott. They are more willing to ask questions such as "Well, where are the women? Are women active in this area?" she explains. However, some faculty feel the course has a "certain ideological bent" which they associate with the new scholarship, and are not interested in teaching courses with the same approach and meaning, says Scott.

Student and faculty knowledge of women's studies is also being fostered by a series of pertinent lectures. Scott says departments are encouraged to bring in speakers to meet with classes and other interested parties, especially if the lecturers are well-known in their fields.

Other steps taken to improve faculty understanding of how to teach the new scholarship include bringing in visiting scholars and holding seminars. In particular, a 1983 faculty development seminar used readings, lectures, and discussions to focus on integrating feminist scholarship into the curriculum. According to a report on the ten-day seminar, it stimulated thoughts and interest among the participants, ranging from faculty who had taught and studied extensively in the area to those who had not even realized what the new scholarship was.

In addition, Scott says Kenyon faculty interested in feminist scholarship are "constantly working" to generate interest through discussion and "individual gentle persuasion."

There is some resistance to injecting the new scholarship into the curriculum, partly because Kenyon is very traditional and "slow to change," says Scott. She explains that Kenyon has always prided itself in being a strong liberal arts college, and before women were admitted in 1969, there was no need to focus on women's issues. The high value placed on traditional liberal arts may slow the introduction of feminist scholarship, but "it hasn't stopped it," she points out. Some faculty members may be willing to include "information about women" but not to go beyond that; nevertheless, they are "beginning to broaden courses," says Scott. Almost all faculty are now aware of the

topic, and most are responding positively and making efforts, she adds.

Scott is "basically optimistic" about the future of the new scholarship at Kenyon. There are no plans to establish a separate women's studies major, but students can tailor their own majors with heavy emphasis in women's studies.

The major objective is to integrate women's studies and the new scholarship throughout the curriculum, by continuing with faculty development projects and encouragement of involvement; "peer encouragement goes a long way," adds Scott.

Assessing the efforts to integrate feminist scholarship thus far, Scott says, "We really have come a long way, especially considering that women's studies at Kenyon started at square zero." E.B.

For more information, contact: Donna Scott, Coordinator for Women's Academic Affairs, Kenyon College, Gambier, OH 43022. 614/427-2244.

## University of North Dakota

### *Familiarizing Faculty With the New Scholarship*

Two objectives characterized the 1980 Women's Equity Committee faculty development project at the University of North Dakota. First, that "every course in the university should concern itself with women's studies," says Robert Young, director of the Office of Instructional Development. The second was that every faculty member can help develop women students' potential. Thus, participants were concerned both with the new scholarship, in their disciplines and recent findings on women's development.

The women's studies project received funding from a campus Bush Foundation grant for instructional development. It was the first time the Women's Equity Committee, established in 1973 to deal with salary differences between male and female faculty, had dealt with curriculum issues. After receiving funding, the committee called for faculty participation.

"They also recruited specific faculty members," says Young, who notes that the committee was interested in involving campus opinion leaders in the project. The committee provided stipends for 20 participants, who represented such academic areas as the Colleges of Arts and Sciences, Fine Arts, and, Business and Public Administration, and the School of Medicine.

The project hosted three spring workshops featuring outside consultants. The workshops provided an overview of the new research on women in humanities, social sciences, and natural sciences. Both participants and other interested faculty members attended.

Participants worked on individual projects. Activities included reviewing disciplinary literature on the new research, designing ways to integrate this material into traditional courses, and exploring barriers to women in various fields. At the conclusion of the project, participants wrote essays on their findings.

The committee collected the essays in *Women's Scholarship: A Curriculum Handbook* (see resource listing under O'Donnell). The pieces reflect instructors' personal interests. For example, one instructor discussed how protective labor laws have led to employment discrimination while a biologist reviewed the status of women in science. Another participant detailed how information on women and cultural diversity can be integrated into social work courses.

Sandra Donaldson, professor of English, described how students can complete a minor in women's studies when a university does not offer an established program. Donaldson, who is also director of women's studies, notes that the project has generated interest in offering a formal women's studies program at UND, an important step, she says, in transforming the curriculum. Says Donaldson: "Mainstreaming cannot be done

without women's studies research; a program can provide focus and support for faculty interested in this research."

The project also resulted in "a core of people who have a better understanding and sensitivity to what we know about women, and considerably more conversation about the new research and the way that faculty go about educating students," says Young. Although there was no survey of what courses were affected by the project, Young reports that participants have attempted to change the way they deal with course content. The committee also has coordinated meetings on related topics and plans to apply for additional curriculum development funding from outside sources. P.B.

For more information, contact Sandra Donaldson, Professor of English, University of North Dakota, Grand Forks, ND 58201. 701/777-3321.

## Salem College

### *Faculty Commitment to Valid Scholarship*

In existence for one year, the Women's Studies Program at Salem College, a women's college, offers courses incorporating the new scholarship on women while working toward a long-range goal of mainstreaming women's issues into the general curriculum. Both faculty and administrators are committed to this effort, says Marianne Triplette, program coordinator.

Instrumental in the adoption of the program, the "culmination of almost a decade of steady work," was the 1981 Carnegie Corporation-funded conference on Scholars and Women, a joint venture of 16 colleges. The College Park, Maryland conference focused on major trends in the new research on women and how this material can be integrated into the curriculum. A Salem faculty member chaired the conference planning committee and Triplette edited the proceedings (see resource listing under Triplette).

Opportunities for faculty members to expand their understanding of the new scholarship on women are provided in several ways. Faculty offered four open discussions during the 1983-84 academic year. Held in a faculty member's home, each meeting was discipline-specific, and included a formal presentation by a faculty member. Discussion leaders suggested relevant readings in meeting announcements and placed these on library reserve. Topics included psychology, religion, and feminist literary criticism.

Triplette sees three outcomes from these meetings. First, the core of the faculty committed to women's scholarship is getting a broader perspective on other fields; second, the needs of students are identified and classroom experiences shared; and third, gaps in understanding are identified. For example, in response to a perceived gap, a biologist will discuss the basic biological differences between females and males at a fall 1984 meeting.

Both the college and faculty support research in women's studies. The development office assists faculty in refining grant proposals and seeking external funding. The Faculty Development Committee has funded conference attendance and travel for research purposes. Salem itself will sponsor a national conference on Women and Utopia, in the 1985-86 academic year. This conference will be a joint venture with the Old Salem community, in celebration of a campus anniversary.

Faculty development is also fostered through ties between the Salem women's studies faculty and their peers at neighboring Wake Forest University, which also recently initiated a women's studies program. The two schools cross list all courses in their academic offerings.

Triplette says the women's program's philosophy is to provide a broad-based perspective on feminism, and a theoretical framework that differentiates between the various approaches, such as liberal, Marxist, conservative, and radical. The intent is

to instill in students the ability to critically evaluate these approaches. One criteria for women's studies courses is adopting several different philosophic approaches.

The program is not available as a major, and Salem does not offer minors but instead has programs. Women's studies is viewed as worthy of study in itself. Triplette says this study is relevant to the workforce, appropriate to women within cross-cultural and historical frameworks, and that the new scholarship has implications for all other disciplines. Twelve courses are presently offered, with some crosslisted with other departments. Students enrolled in the program are required to take six courses.

Each year the program will offer at least one nonrecurring topics course, focused on specific research about a topic in a given field. For example, next fall, a new literary criticism course, *Women in Autobiography*, will explore works by such writers as Lillian Hellman and Maya Angelou. Prior to inauguration of the program, individual faculty members introduced new courses as a result of their interests and scholarships; instead of isolated offerings, courses are now coordinated.

Recalling that most women's colleges did not start out having the same curriculum as male institutions, and have had a hard time establishing themselves as quality liberal education institutions, Triplette says, "The faculty is very strong about defending that liberal arts tradition. . . . One must be very careful to make sure that there are no steps backward, to dilute that curriculum in its academic validity." T.L.

For more information, contact Marianne Triplette, Coordinator of the Women's Studies Program, Salem College, Winston-Salem, NC 27108. 919/721-2692.

## **Southern Methodist University** *Integrating Women's Studies Into the Core*

"S"outhern Methodist University (SMU) is composed roughly of half men and half women, and all must be appropriately educated—be exposed to both male and female perspectives—so that they can accurately understand the relation of the past to the present and start to make informed choices for the future; thus, the study of women and their significance cannot be ignored," says Ann M. Early, coordinator of women's studies at SMU. The program began in 1973, with funding from the Women's Division of the Board of Missions of the Methodist Church. In conjunction with the program, a Women's Studies Council was also established to coordinate the program's activities and oversee its progress. Twelve faculty and staff members, as well as eight students comprise the council, and a coordinator is elected from among the faculty members to supervise the interdepartmental structure of the program.

That SMU's Women's Studies Program is interdisciplinary is "only natural," says Early, "because the study of women is so rich that it literally touches almost every dimension of the academic disciplines on campus."

To minor in women's studies, a student must take 15 semester hours of women's studies courses, including the required

introductory course, *Women: Images and Perspectives*. Students choose other courses to complement their interests and majors. Various departments offer more than 20 courses focusing on or including the female perspective. Among them are: *Women Artists: Renaissance to Present*; *Labor Economics*; *The English Novel: Heroines*; *Women in Modern East Asia*; and *Woman, Myth and Society*.

In an effort to further stimulate the inclusion of women into the curriculum, the Women's Studies Council instituted the Women's Studies Core Curriculum Awards in 1982—incentive grants presented to those faculty members with the best proposals for integrating the new scholarship on women into core courses. The council reviews instructors' proposals, and bases its decision on the quality of change within the course and the significance of the materials included, says Early.

The core curriculum, part of SMU's Common Educational Experience, encompasses three broad categories, Images, Thought, and Institutions, which are each divided into four levels. These core courses review topics in the arts, humanities, scientific and technological advances, and social sciences, from antiquity to the present. "Encouraging professors to incorporate women into the core seemed the most productive way to go," says Early, "because the core is required of all students." Early says that, though the grants are modest, "the good intentions of those involved are sufficient to bring about significant change in many core courses." For example, she notes, *CORE Thought IV*, which previously had not discussed the writings of women philosophers, now covers works by Simone de Beauvoir, Suzanne Langer, and Hannah Arendt.

In addition, a capstone course centering upon women is available to students. Part of the required Common Educational Experience, capstone courses are interdisciplinary junior and senior courses, which focus on a particular subject, topic, or problem. The women's studies capstone course is *Revisions: Woman as Thinker, Artist, and Citizen*. Open to all students, this course illustrates how "an emphasis on the particular experiences of women can enhance and complicate traditionally conceived areas of scholarship and critical endeavor," says Early.

To keep abreast of the new scholarship on women, the Women's Studies Council has established specific goals for the program. They include integrating the new scholarship on women into all appropriate introductory courses, not only the core; attracting female scholars-in-residence to the campus; and utilizing consultation procedures so that as new faculty are hired, the needs of the Women's Studies Program are given full consideration.

Early stresses that the campus reception of the Women's Studies program has been positive; six to ten women's studies courses are offered each semester. In addition, every spring since 1966, SMU has held a Women's Symposium, a two-day conference focusing on women, and hosting outstanding speakers to discuss women's issues. Notes Early: that this kind of a conference was inaugurated at such an early date is reflective of the attitude at SMU. N.M.

For more information, contact: Ann M. Early, Coordinator of Women's Studies, Southern Methodist University, Dallas, TX 75275. 214/692-3612.

## New Resources for Integrating Women's Studies into the Curriculum\*

Association of American Colleges. *Liberal Education and the new Scholarship on Women: Issues and Constraints in Institutional Change*. Washington, DC: Association of American Colleges, 1981.

A report of the Wingspread Conference on integrating women's studies into the liberal arts curriculum held in Racine, Wisconsin, October 1981; includes essays by Florence Howe on feminist scholarship, Elizabeth Minnich on the liberal arts, and Gerda Lerner on women's history; and conference recommendations to institutions, administrators, faculty, and educational associations for reviewing liberal education in light of the new scholarship on women. Available for \$3.50 (prepaid) from the Publications Desk, AAC, 1818 R St., N.W., Washington, DC 20009.

Bowles, Gloria, and Renate Duelli Klein, eds. *Theories of Women's Studies*. Boston, MA: Routledge and Kegan Paul, 1983.

A collection of essays written between 1979 and 1982 that explore the relationship of women's studies to the structure of knowledge and the methodologies for acquiring knowledge; originally published as two volumes by the Women's Studies Program of the University of California-Berkeley. Contains an introduction by the editors on the relationship to women's studies of projects to integrate women's studies into the curriculum; 13 theoretical essays; and a selected, annotated bibliography.

Dinnerstein, Myra, Sheryl R. O'Donnell, and Patricia MacCorquodale. *How To Integrate Women's Studies into the Traditional Curriculum*. Tucson, AZ: Southwest Institute for Research on Women, [1981].

A report based on the experiences of the 17 curriculum integration projects represented at a Workshop on Integrating Women's Studies into the Curriculum, hosted by the Southwest Institute for Research on Women (SIROW) at Princeton, NJ, August 1981. Includes recommendations for initiating and sustaining a project; project abstracts; and an annotated list of resources reprinted from *The Forum for Liberal Education*, 4, 1 (October 1981). Available for \$3 from SIROW, Modern Languages 269, University of Arizona, Tucson, AZ 85721.

"Feminism in the Academy." *Academe: Bulletin of the American Association of University Professors*, 69, 5 (September-October 1983).

A special issue devoted to consideration of feminism's impact on the disciplines and the academy; features articles on literary criticism by Carolyn Heilbrun, on science by Evelyn Fox Keller, on economics by Barbara Bergmann, and on history by Carroll Smith-Rosenberg. Available for \$4 from *Academe*, Suite 500, One Dupont Circle, Washington, DC 20036.

Fox-Genovese, Elizabeth, and Susan Mosher Stuard, eds. *Restoring Women to History: Materials for Western Civilization I*. Bloomington, IN: Organization of American Historians, 1983.

A guide for the integration of the study of women into survey of Western Civilization I courses. Organized chronologically by standard textbook chapters; includes lectures, suggested discussion questions and assignments, bibliographies for both students and instructors, and supplementary readings for instructors. Available for \$8, plus \$2 (4th class postage) or \$3 (1st class postage), from the Organization of American Historians, 112 North Bryan, Bloomington, IN 47401. Guides for Western Civilization II and U.S. History I and II are forthcoming.

Gappa, Judith M. and Janice Pearce. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*. *Introductory Psychology*. Washington, DC: American Psychological Association, 1982.

A set of guidelines for integrating content on women into introductory psychology courses produced under a grant from the Women's Educational Equity Act Program. Arranged by standard textbook topics, the guide gives practical suggestions on how to incorporate information on sex and gender into classroom discussions; also includes references for supplementary readings. Available for \$6.50, plus \$1.50 handling, from APA, Order Department, 1200 17th St., NW, Washington, DC 20036.

Gappa, Judith M. and Janice Pearce. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*. *Introductory Sociology*. Washington, DC: American Sociological Association, 1983.

A set of guidelines for integrating content on women into introductory sociology courses and for assessing student-faculty communication in the classroom, developed under a grant from the Women's Educational Equity Act Program. Arranged by standard textbook chapters and topics; gives practical suggestions for incorporating material on sex and gender into class discussion; also includes references to supplementary materials by topic. Available for \$10 including postage from ASA, 1722 N Street NW, Washington, DC 20036.

Hull, Gloria T., Patricia Bell Scott, and Barbara Smith, eds. *All the Women are White, All the Blacks are Men, But Some of Us Are Brave: Black Women's Studies*. Old Westbury, NY: The Feminist Press, 1982.

A collection of essays from the Black feminist movement that document the potential of Black Women's Studies as "a feminist, pro-woman perspective that acknowledges the reality of sexual oppression in the lives of Black women as well as oppression of race and class." Includes essays on the politics of Black Women's Studies and Black Feminism; racism and Women's Studies; Black women and the social sciences; health; education; spirituality; and Black women's literature. Also includes bibliographies, course syllabi, and recommendations for the future of Black Women's Studies.

Langland, Elizabeth, and Walter Gove, eds. *A Feminist Perspective in the Academy: The Difference It Makes*. Chicago: University of Chicago Press, 1981.

A series of nine lectures delivered at Vanderbilt University, 1980-81, addressing the question of the impact of feminism on scholarship and teaching in specific disciplines; originally appeared in the Winter 1981 issue of *Soundings: An Interdisciplinary Journal*. Includes essays on literary criticism, theatre arts, religious studies, American history, political science, economics, anthropology, psychology and sociology.

Lauter, Paul, comp. *Reconstructing American Literature: Courses and Critiques*. Old Westbury, NY: The Feminist Press, 1983.

A collection of 63 "significantly changed" syllabi from American Literature courses, collected under The Feminist Press Project on Reconstructing American Literature; includes introductory essays by instructors on course methodology and content; chronologies, bibliographies; student assignments; and a general introduction to the practical and theoretical issues involved in reconstructing American literature. Syllabi are divided into four categories: introductory, period, genre, and thematic courses.

McIntosh, Peggy, with Katherine Stanis and Barbara Kneubuhl, comps. "Directory of Projects: Transforming the Liberal Arts Cur-

\*This list was selected and adapted by Betty Schmitz, Montana State University, from the annotated bibliography "Integrating the Study of Women into the Curriculum" in her *Sourcebook for Integrating the Study of Women into the Curriculum* (Northwest Women's Studies Association, 1983).

riculum through Incorporation of the New Scholarship on Women." *Women's Studies Quarterly*, 11, 2 (Summer 1983): 23-29.

Current listing and abstracts of 42 programs designed to help faculty in traditional disciplines use the research and perspectives of women's studies to reform courses and curricula. Includes information on programs that sponsor conferences and disseminate materials. A yearly updated edition of the directory is available for \$2 from the Wellesley College Center for Research on Women, ATTN: Barbara Kneubuhl, Wellesley College, Wellesley, MA 02181.

Minority Women's Research Program. Wellesley College Center for Research on Women, Wellesley, MA 02181. 617/235-0320. Micheline R. Malson.

A program with seven different projects aimed at exploring the experiences primarily of American Black women. Among these programs are the Black Women's Educational Policy and Research Network; research projects on topics related to Black women; a minority women's seminar series; and the Black Women's Studies Faculty and Curriculum Development Project aimed at promoting the development of new courses on Black women in historically Black colleges (co-directed by Patricia Bell Scott, Gloria T. Hull, and Barbara Smith).

The National Council for Research on Women, Sara Delano Roosevelt Memorial House, 47-49 East 65th Street, New York, NY 10021 212/750-6047. Mariam Chamberlain, President.

An independent association of established centers and organizations that provide institutional resources for feminist research, policy analysis and educational programs. Programs include the National Data Base Project to improve access to existing research and state-of-the-art conferences on collaborative research themes. A list of participating centers is available.

O'Donnell, Sheryl, and Barbara M. Shaver, eds. *Women's Scholarship: A Curriculum Handbook*. Grand Forks, ND: University of North Dakota, 1983.

A collection of essays on integrating the new scholarship on women into the university curriculum by faculty who participated in the University of North Dakota's Women's Scholarship Project, 1980-81. Essays consider both theoretical and practical applications; disciplines include anthropology, business, career planning, economics, education, German, history, journalism, mathematics, music, nursing, science, social work, sociology, statistics, and women's studies. Available for \$7.95 including postage from Women's Equity Committee, P.O. Box 8161, University Station, Grand Forks, ND 58202.

Schmitz, Betty, comp. *List of Non-Published Materials for Developing Courses and Projects to Integrate the New Scholarship on Women into the Curriculum*. Mimeographed. Bozeman, MT: Montana State University, 1984.

An annotated list of materials from curriculum integration projects, such as syllabi, workshop agendas, reports, that have not appeared in published form or that are available from professional organizations; prices and ordering information is provided. Available for \$3 prepaid from the Clearinghouse for Curriculum Integration Projects, Letters and Science, Montana State University, Bozeman, MT 59717.

Schmitz, Betty, comp. *Sourcebook for Integrating the Study of Women into the Curriculum*. Bozeman, MT: Northwest Women's Studies Association, 1983.

A sourcebook in notebook format that contains sample materials from the ten projects that participated in the Northern Rockies Program on Women in the Curriculum, 1981-83, and selected other curriculum integration projects; divided into five sections on programs, sample materials, resources for faculty development, assessment materials, and bibliographies and additional resources. Includes the following items from this resource list: the Wellesley College Center for Research on Women's *Directory of Projects*; Schmitz's *List of Non-Published Materials*; and Schuster and Van Dyne bibliography. Avail-

able for \$22, plus \$1.50 for postage, from the Northwest Women's Studies Association, 309 Hamilton Hall, Montana State University, Bozeman, MT 59717.

Schuster, Marilyn, and Susan Van Dyne, comps. *Selected Bibliography for Integrating Research on Women's Experience in the Liberal Arts Curriculum*. Mimeographed. Northampton, MA: Smith College, 1984.

A selected bibliography of research on women in the fields of anthropology, art, biology, classics, economics, government, history, literature, music, philosophy, psychology and education, religion, science, sociology, theatre, and Third World; divides materials into those designed for classroom use (books, essays, anthologies) and those designed for teacher preparation (critical works, landmark essays, review essays). Available for \$5 from the authors, Wright Hall, Smith College, Northampton, MA 01063.

Southwest Institute for Research on Women. (SIROW). Women's Studies Program, 269 Modern Languages, University of Arizona, Tucson, AZ 85721. 602/621-7338. Myra Dinnerstein, Director.

The Center maintains a Research Information Clearinghouse designed "to enable researchers on women to identify others with similar interests." Areas of research expertise include older women, especially widows, minority women in the Southwest, and non-sexist, multicultural education. Currently oversees the Western States Project on Women in the Curriculum, a small grant program that supports curriculum integration projects in 16 Western States and publishes bimonthly *NewsNotes* highlighting innovative programs. SIROW also publishes a bimonthly newsletter with information on scholars doing research on women in the Southwest, calls for research data, publications, grant opportunities, awards and fellowships, and conferences.

Spanier, Bonnie B. and Alexander Bloom, eds. *Toward a Balanced Curriculum*. Schenkman Publishing, 1984.

A sourcebook for initiating projects to integrate the study of women into the curriculum based on the Wheaton College Conference "Moving Toward a Balanced Curriculum," June 22-24, 1983. Includes presentations by Catharine Stimpson on the development of women's studies; by Peggy McIntosh on stages of curricular revision; by Margo Culley and Johnella Butler on black studies and women's studies; by Paul Lauter on reconstructing American literature; and by Bonnie Spanier on the Wheaton College experience. Also includes bibliographic materials; and representative syllabi. Available for \$10 (paperback) or \$16 (hardback) from Schenkman Publishing, 190 Concord Ave., Cambridge, MA 02138. 617/492-4952.

"The Study of Women in the Liberal Arts Curriculum." *The Forum for Liberal Education*, 4, 1 (October 1981): 1-18.

First *Forum* issue on integrating women's studies into the liberal arts. Includes an introductory essay by Peggy McIntosh on the implications of the study of women for reconstructing the liberal arts disciplines; descriptions of 16 programs; and an annotated resource list for which this present list is a supplement. Available for \$3.25 (prepaid) from the Publications Desk, AAC, 1818 R St., N.W., Washington, DC 20009.

"Transforming the Traditional Curriculum: A Special Feature." *Women's Studies Quarterly*, 10, 1 (Spring 1982): 19-31.

A special feature including essays by Florence Howe on feminist scholarship and Peggy McIntosh on the effects of this scholarship on faculty members' self-image; reports on programs at Wheaton College, the University of Arizona and Montana State University; and excerpts of a report by Dinnerstein, O'Donnell, and MacCorquodale on integrating women's studies into the curriculum.

Triplette, Marianne, ed. *Women's Studies and the Curriculum*. Winston-Salem, NC: Salem College, 1983.

Proceedings of a conference on "Scholars and Women," sponsored by Salem College at College Park, Maryland, March 1981. The contents are divided into three parts: an overview of women's studies

with keynote addresses by Florence Howe and Catharine Stimpson; papers on research about women in the sciences, social sciences, and humanities; and articles about women's studies methodology, including "mainstreaming techniques" for courses in teacher education, sociology, literature, and philosophy. Limited number of copies available free. Send \$1 for postage to Marianne Triplett, Salem College, Winston-Salem, NC 27108.

Wellesley College Center for Research on Women, Wellesley, MA 02181. Laura Lein, Center Director.

A Center that administers a Program on Education designed to "improve for women of all races and classes their experience as students, as teachers, as scholars, as administrators, and as legitimate subjects for academic study and scholarly research." The Center's Faculty Development Program has three components: a National Fellowship Program for scholars to write about incorporating the new scholarship on women into the disciplines; a New England Faculty Seminar Series with similar goals; and a National Consulting Program that provides matching funds for consultants to assist institutions in initiating curricular change projects. Program Director: Peggy McIntosh. See items below and under McIntosh for Center publications. See also Minority Women's Research Program.

Wellesley College Center for Research on Women. *A Directory of Consultants on Transforming the Liberal Arts Curriculum Through Incorporation of Materials on Women*. Wellesley, MA: Wellesley College Center for Research on Women, 1983.

A partial listing of names, addresses and brief summaries of experience of prominent faculty and administrators with expertise in the development of programs to incorporate the new scholarship on women into the liberal arts curriculum; updated biannually. Compiled as part of the Center's Faculty Development Consulting Program. Available for \$3 from the Center, Wellesley, MA 02181.

Wellesley College Center for Research on Women. Working Paper Series.

A working paper series that makes available early reports and other work by Center staff and affiliates related to the program priorities of the Center which include family, employment, education, and minority women. Of special interest are a series of papers on curriculum change in the disciplines that have resulted from the Center's Faculty Development Seminars. See especially Peggy McIntosh, "Interactive Phases of Curricular Re-Vision: A Feminist Perspective" (Working Paper No. 124, 1983, \$3.50); and Marilyn Schuster and Susan Van Dyne, "Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution" (Working Paper No. 125, 1983, \$4.) A current list of titles is available from the Center, Wellesley, MA 02181.

Women's Research and Resource Center, Spelman College, Box 127, 350 Spelman Lane, Atlanta, GA 30314. 404/681-3643, ext. 359, 360. Beverly Guy-Sheftall, Director.

A center whose major goals are curriculum development in Black Women's Studies; research on black women; and community service for black women locally and in the South. Currently houses a two-year project to integrate Black Women's Studies into the curriculum at Spelman, Morehouse, Clark, Kennesaw, and Agnes Scott colleges. Also publishes a biannual newsletter.

"Women's Studies at the University." *Change: The Magazine of Higher Learning*, 14, 3 (April 1982): 12-47.

A special issue devoted to women's studies and curriculum integration. Of particular interest are the essays on feminist scholarship by Florence Howe, on women's research centers by Mariam Chamberlain, on the program at Wheaton College by Bonnie Spanier, and on the Great Lakes College Consortium's Women's Studies Program by Beth Reed.

CORRECTION: The title of the Wheaton College article in the March 1984 issue on international studies contained a typographical error. The correct title is Global Awareness Through Faculty Enrichment. For more information, contact Darlene Boroviak, Global Awareness Project Co-Director, Wheaton College, Norton, MA 02766. 617/285-7722.